

New Mexico School for the Blind and Visually Impaired
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Expanded Core Curriculum

The core curriculum standards applied to many students cannot be reasonably applied to students who are blind or visually impaired. Instead, these students follow an expanded core curriculum that accounts for the additional areas of learning that accompany blindness.

Compensatory or functional academic skills. Skills that are required by students who are blind or visually impaired for access to learning equal to their sighted peers.

Orientation and mobility. Skills for movement in any environment, required for independent travel.

The New Mexico School for the Blind and Visually Impaired (NMSBVI) is defined in statute as a “special purpose school.” The adequacy standards used to evaluate NMSBVI are independent of those used to evaluate other schools. In the case of special purpose schools, adequacy directly relates to the ability of the school to address the unique needs of its students. Many of the facilities’ specifications are spelled out directly in statute:

6.27.31.13 – General Use Classrooms

- (4) NMSBVI preschool 110 net sf/student, but not less than 450 net sf.
- (5) NMSBVI elementary 90 net sf/student, but not less than 450 net sf.
- (6) NMSBVI middle/high school 85 net sf/student, but not less than 450 net sf.

6.27.31.14 – Specialty Classrooms

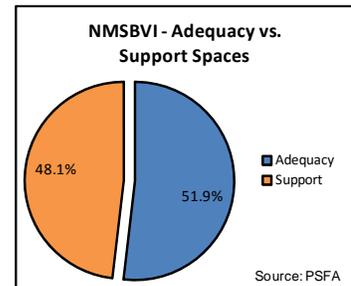
- A. Science:
 - (2)(b) NMSBVI science classroom. At least 13 net sf/student, but not less than 900 net sf. The space shall have science fixtures and equipment, necessary to meet the educational requirements of the special purpose school.
- C. Art Education:
 - (3) NMSBVI art education program shall not be less than 12.5 net sf/middle or high school student.
- D. Expanded core curriculum
 - (2) The NMSBVI expanded core program space shall not be at less than 3,500 net sf plus 22 net sf/student in grades 1 through 12.
- E. Technology-aided instruction
 - (2) NMSBVI. Provide space that meets 7.5 net sf/student of the planned school program capacity, with not less than 650 net sf.

Additionally, statute provides for the application of adequacy standards to individual buildings of special purpose schools, rather than to the entire campus, as is done with traditional schools.

Facilities Master Plan (2012-2017)		
Facility	Category	Sq. Footage
To be Renovated:		
Ditzler Auditorium	Support	19,708
Garrett Dormitory	Adequacy	14,745
Health Sciences Building	Adequacy	3,066
Jack Hall	Adequacy	27,205
Library/Central Receiving	Adequacy	5,868
Maintenance Office	Support	3,642
Storage Shed at Maintenance Shops	Support	2,857
Maintenance Shops & Auto Garage	Support	7,388
Natorium	Support	9,196
Quimby Gymnasium	Adequacy	14,587
Tapia Building	Support	3,044
Watkins Education Center	Support	20,320
Total Space to be Renovated:		131,626
To be Demolished:		
Bert Reeves Building	Support	11,367
San Andres Administration Building	Support	8,262
Sacramento Dormitory	Adequacy	16,109
Wanda Raney	Adequacy	10,860
Total Space to be Demolished:		46,598

Source: PSFA

NMSBVI - Current Square Footage	
Total Adequacy Sq. Footage	92,440
Total Support Sq. Footage	85,784
Total Sq. Footage	178,224



Social interaction. Since social skills are often learned by visually observing, special steps must be taken to explain social interaction to those who are blind or visually impaired.

Independent living skills. Also called “daily living,” these skills involve basic tasks like hygiene, food preparation, money management, and time monitoring.

Recreation and leisure. Physical education through an experiential format emphasizes the importance of a healthy lifestyle.

Career education. Skills for employment are taught, and students are given the chance to learn about prospective careers first hand, lacking the visual association for what certain jobs might entail.

Use of assistive technology. Students should be able to navigate technologies that enhance their access to the world.

Sensory efficiency skills. The ability to use remaining senses to reduce the impact of the lack of sight. For instance, those who are blind may use hearing or other senses to recognize a friend.

Self-determination. Students should develop an understanding of the self. They should be able to believe in themselves while still understanding their own limitations.

New Mexico School for the Blind and Visually Impaired

PSCOC Award History

Award	wNMCi	Fiscal Year	Phase/Type	Award Amount	State Share	State Per.	District Share	District Per.
Campuswide deficiencies correction	77.11%	2010	Design	\$4,048,301	\$4,048,301	100.0%	\$0	0.0%
New Watkins Education Center Building	70.66%	2010	Design/Construction	\$8,193,022	\$8,193,022	100.0%	\$0	0.0%
Critical Infrastructure Site Improvements	76.58%	2014	Above Adequacy Appropriation	\$5,500,000	\$5,500,000	100.0%	\$0	0.0%
Health Services and Jack Hall	71.02%	2013	Design/Construction	\$2,972,360	\$1,634,798	55.0%	\$1,337,562	45.0%
Quimby Gym	77.11%	2013	Design/Construction	\$1,353,916	\$739,017	54.6%	\$614,899	45.4%
Sacramento Dormitory	38.58%	2014	Design	\$184,402	\$92,201	50.0%	\$92,201	50.0%
Ditzler Auditorium	36.68%	2014	Design	\$229,441	\$114,721	50.0%	\$114,721	50.0%
Garrett Dormitory	33.58%	2015	Construction	\$411,699	\$205,850	50.0%	\$205,850	50.0%
		2014	Design	\$4,525,692	\$2,262,846	50.0%	\$2,262,846	50.0%
		2014	Design	\$164,967	\$82,483	50.0%	\$82,483	50.0%
Total Awards (2010 - 2015)				\$27,583,800	\$22,873,239	82.9%	\$4,710,562	17.1%

Source: PSFA

NMSBVI - Facility Maintenance Assessment Report

5 Year District Average Rating	81.89% (Good)
Most Recent School Site Rating (Aspen ES)	88.07% (Good)

Source: PSFA

NMSBVI - Maintenance and Preventative Maintenance (PM)

	Goal	2015, Q3	2015, Q4	2016, Q1	2016, Q2
Work Order Back Log	<25%	0.9%	0.0%	0.2%	1.1%
Transaction Rate	>100%	120.0%	128.6%	113.3%	122.4%
PM Cost Ratio	>20%	45.0%	31.0%	33.0%	47.0%
PM Completion Rate	>90%	99.6%	100.0%	100.0%	99.5%

Source: PSFA